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ABSTRACT

A Manpower Pre-Employment Training Program was launched in October 1969, to provide educational opportunities to trainees, to determine their occupational qualifications, and to investigate the relationship between these qualifications and successful completion of on-the-job training. More specific objectives were to: provide employers with candidates ready for training; evaluate trainees' readiness for training; evaluate the effectiveness of learning techniques; conduct a follow-up study; and to disseminate gathered information to other agencies. A total of 75 Columbus inner-city residents, the majority of whom were black, participated. The instructional system consisted of: communication skills; computation skills and consumer economics; social skills and adjustments; and orientation to business and industry. The study outlines each of the components of the curriculum structure. A survey of the characteristics and achievement of the participants revealed that: there were no significant differences in age and educational background among those who completed the course; women were more likely to complete the on-the-job training; effectiveness of the program seemed to be greater for persons with less previous work experience. The development of alternative easy of providing the educational ccmponent was recommended. (PT)

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A REPORT OF THE EDUCATIONAL COMPONENT OF A COUPLED ON-THE-JOB TRAINING PROGRAM

By
William D. Dowling

Financed by
Ohio State Department of Vocational Education
Manpower Development Services

A Cooperative Effort
of
Columbus Urban League
and
Center for Adult Education of The Ohio State University
1945 North High Street
Columbus, Ohio 43210

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PREFACE

The staff members listed in Appendix assisted in the preparation of this report. The initial drafts of the sections of Part II were prepared by these staff members:

Computation Skill Development - Leo McGee
Communications - Charles Nesbitt
Community Affairs - Charles Nesbitt
Orientation to Business and Industry - JoelRosenberg
Counseling Report - Vaughn Taylor, Mrs. Colleen Stillman, James Carson

The work of the staff throughout the project was of the highest order. The expertise they brought with them and their willingness to learn on the job speaks well of them as professional educators of adults.

The staff of the Columbus Urban League cooperated fully in planning the educational component and evaluating it during the three units.

It is hoped this report will be of value to those who plan learning opportunities for umemployed and underemployed persons in all parts of our society. The effort will have been worthwhile if it facilitates the achievement of part of the American dream for even a few citizens.

W. D. Dowling

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PART I

Background and Description of The Program

A REPORT OF AN EDUCATIONAL COMPONENT OF A COUPLED ON-THE-JOB TRAINING PROGRAM

Background of the Program

In the fall of 1967, The Ohio State University Center for Adult Education submitted a proposal to the Department of Labor requesting funding for the implementation of a coupled on-the-job training program. The program identified a need for a pre-employment program to precede on-the-job training. It was recommended that the Center for Adult Education provide the educational component with the Columbus Urban League providing recruitment and placement services.

Because of the high rate of inner-city unemployment, considerable attention has been focused upon unemployed and underemployed, low-income adults with respect to their ability to assimilate job training and to qualify themselves for available jobs. While one factor contributing to unemployment and to unstable work patterns is their lack of marketable job skills, the total problem is, indeed, much more far reaching. In essence, it is related to a complex of personal, social, occupational, educational and community factors.

Various reports have indicated the need for pre-employment training. One paper presented by the Task Force on Job Opportunities and Welfare catalogued difficulties in promoting the employment of persons from minority groups. These included limited education, lack of adequate job counseling in public schools, skepticism of parents of Negro students concerning equal employement opportunities, habits, attitudes and mores which cause indifferent reactions to training

opportunities.[1] The National Industrial Conference Board in its publication, Company Experience with Negro Employment, rated Negroes as somewhat low on promotability and on taking responsibility but added the expectation that they will improve their position in both areas as they get more education, training and experience.[2]

An unpublished report of the Columbus Urban League's On-the-Job Training Program in June of 1967 stated that: "Many trainees are sufficiently motivated, but are not aware of the demands of holding down a job - they do not realize that things such as promptness, respect, attendance, attitude and the ability to ask questions when one does not understand . . . are important factors."[3] Urban League personnel further recognized trainee needs, noting that upon closer observation, many seemingly articulate persons are actually very weak in basic language and math skills.

A report of the Secretary of Health, Education and Welfare discusses Manpower training activities and indicates that: "More adequate data on educational and related characteristics of the total unemployed and underemployed population will be necessary, in order to carry forward much needed educational research on the development,

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[1] Barriers to Jobs, (Paper presented by the Task Force on Job Opportunities and Welfare), pp. 2, 4, 7, 14.

[2] Company Experience with Negro Employment - Digest of Studies in Personnel Policy, No. 201 (New York: National Industrial Conference Board, Incorporated, 1966), p. 11.

[3] On-The-Job Training Project - Six Month Board Report, (Columbus: Columbus Urban League, June 8, 1966), p. 5.

deficiencies, and ability potentials of the MDTA trainee population."[4] While studies have identified the general needs basic to pre-vocational and vocational training, to date, limited effort has been made to study individual differences among Negroes as they relate to successful performance in various occupations. Consequently, in addition to providing educational opportunities to trainees, the educational component of this coupled program endeavored to determine the occupational qualifications of trainees and to investigate the relationship between these qualifications and successful completion of on-the-job training.

Objectives

The general objective of the pre-employment training program was to provide employers with candidates who were ready for on-the-job training. Basic educational skills and the development of knowledge and realistic attitudes about business and industry were considered fundamental to training readiness.

More specific objectives were to:

1. Provide employers with candidates ready for training. Basic education skills, development of attitudes and knowledge of business and industry were to be covered.

2. Evaluate trainees' readiness for training in the above areas.

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[4] Report of the Secretary of Health, Education, and Welfare to the Congress on Training Activities under the Manpower Development and Training Act, (Washington: United States Government Printing Office, 1963), pp. 6, 7, 52.

3. Evaluate the effectiveness of technicques of learning during the course to be structured.

4. Develop generalizations about recruitment of trainees, their training and development during the courses.

5. Conduct a follow-up study to determine the effectiveness of the Pre-Employment program and success attained by trainees while actually employed.

6. Disseminate findings of the program to other agencies which endeavor to develop similar programs of pre-employment training.

Program Organization

The Manpower Pre-Employment Training Program was officially launched in October, 1968. It was organized into three 8-week sessions, the first began on October 21, 1968, the second on January 3, 1969, and third on March 31, 1969. There was a different group of trainees attending each session. Trainees attended classes from 8:00 a.m. until 4:00 p.m. Monday through Friday, a schedule corresponding to on-the-job training experience and succeeding employment.

A total of 75 Columbus inner-city residents, the majority of whom were Negro, were selected to attend the educational component. Twenty-nine students enrolled in the first 8-week session, twenty-six completed the course. For the second session, a total of thirty-six students were enrolled, and twenty-nine completed the course. The third session began with an enrollment of twenty-five students, and twenty completed the course.

At the completion of each session, the Columbus Urban League

placed graduates in on-the-job training positions. Participating employers included Big Bear Stores, Nationwide Insurance Company, Huntington National Bank, Denison - Abex Corporation, Columbia Gas of Ohio, Callendar Cleaners, Lazarus, and Milpar Division, Whittaker Corporation.

Staffing

The educational component of the coupled program was staffed with a director, assistant director and three teachers responsible for providing instruction in communications and computational skills, consumer economics, community affairs, and orientation to business and industry. Three counselors, who worked closely with the instructional staff, provided individual and group counseling. In addition, an evaluation consultant administered appropriate evaluation designs and coordinated various data-gathering devices. (See Appendix for Professional Profiles.)

Curriculum and Instruction

The staff, in cooperation with the Columbus Urban League, developed and implemented the following instructional system:

1. Communication Skills
    - A. Reading
    - B. Speech
    - C. Vocabulary
    - D. Spelling
    - E. Applying for a job
    - F. Elements of test taking

G. Understanding and following instructions

H. Office procedures in the use of telephones

II. Computational Skills and Consumer Economics

A. Basic mathematical concepts

B. Mathematics for technical occupations

C. Payroll deductions

D. Garnishments

E. Personal and family budgeting

F. Banking

G. Credit

III. Social Skills and Adjustments

A. Importance of regularity of attendance

B. Factors relating to success on a job

C. Personal hygiene

D. Personal grooming and attire

E. Work habits

F. Assuming responsibility on the job

G. Evaluation of personnel

H. Accepting and evaluating criticism

I. Available community social services

IV. Orientation to Business and Industry

A. Role of the supervisor

B. Role of the employee

C. Importance of the customer

D. Seniority

E. Labor organizations and their influence on employees-

employer relationships

F. Overtime and incentive pay

G. Social Security provisions

H. Utilizing continuing education opportunities in the trainees' community

I. Knowledge of products and services of employer

J. Broad knowledge of industry through field experiences and trips

Time allotments for each component of the instructional system appear below.

Components	Hours of Instruction
Communications	40
Computations and consumer economics	72
Social Skills	16
Work habits and job skills	40
Employee skills	16
Orientation to business	16
Individual Counseling	32
Group Counseling	24
Field trips	24
Total hours	280

Physical Facilities

The educational component of the coupled program was located in University School on the Ohio State University campus in what was formerly

the Industrial Arts classroom. This large classroom 80 by 50 feet provided ample space for the activity. It was divided by glass and metal partitions into three classrooms each 15 by 25 feet, a large community lounge area 30 by 50 feet, three counselors' offices 9 by 10 feet, a teachers' office 10 feet by 12 feet and an administration office 10 by 12 feet. (See Appendix for diagram of facilities.)

University School is located on the northeast corner of The Ohio State campus providing easy access for the participants by either bus or car. The main business district for the campus area is across the street from the school providing eating facilities for those students who wished to use them.

The furnishings provided by the university, while not elaborate, were adequate. Desks, chairs, filing cabinets and bookcases were provided for the staff offices. Two classrooms were provided with movable tables and chairs each accomodating 18 students for group instruction. A larger similarly equipped classroom could seat forty participants and was used for the general sessions of all the students.

The lounge area, in addition to several bookcases, had three leather couches and four lounge chairs. A coffee bar was provided in the lounge area and was financed by the participants. A showcase in the hall provided for displays of materials as did the bulletin boards in each classroom.

Development of On-The-Job Training Opportunities

The staff of the Columbus Urban League worked closely with

cooperating businesses and industries to develop contracts for the on-the-job training part of the coupled program. Efforts were made in selected instances to match trainee qualifications and interests with existing employment opportunities. Contracts were written which specified the nature and length of on-the-job training for each trainee who successfully completed the educational component.

Cooperative Planning of the Educational Component

The staff of the educational component was assisted in planning the pre-employment program by prospective employers, Ohio State University faculty members, community agency personnel and the Columbus Urban League staff. Each cycle was evaluated by the program staff and adjusted in light of experiences of trainees and staff and consultation with Columbus Urban League staff members. For example, free time for trainees was reduced after the first cycle when it was observed that the trainees had difficulty in utilizing non-structured time. It was believed that such free time was not consistent with expectations during employment.

Recruitment and Selection of Trainees

The Columbus Urban League recruited all trainees for the educational component of the program. Criteria used for selection were:

1. Employment Status. Persons who were unemployed or underemployed at the time of the selection interview met this criterion. Priority was given to individuals having experienced frequent periods of unemployment interspersed with temporary jobs.

2. Able to benefit from the pre-employment program. Persons were selected who had basic educational deficiencies and who did not possess the vocational

skills needed to obtain and hold a suitable job. The pre-employment program was perceived as providing the means for participants to raise their literacy level and develop positive attitudes and knowledges about the organization of business and industry.

3. A heterogeneous group. Persons with a variety of educational and occupational experiences and personal problems were recruited so that the effectiveness of different learning methodologies and techniques could be studied. An equal distribution of older and younger men and women was selected. Persons financially unable to wait the several weeks between the time recruitment was completed and the time the pre-employment program began were provided with immediate jobs.

4. Willingness to participate. A fundamental principle, willingness to learn, was included as a criterion. It was assumed that persons who were dissatisfied with their present status and who were seeking solutions to their problems would form a congenial group in a learning situation.[5]

Placement

The Columbus Urban League was in charge of placing each trainee. Decisions about placement of individuals was reached at the beginning of the first cycle. During the second and third cycles, placement was accomplished toward the end of the 8-week period, utilizing advice of the educational component staff and interests of the trainees.

Follow-up

The trainees were visited by staff members of the Columbus

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[5]Chilson, John Stephen, "A Study of Occupational Qualifications and Success of On-the-Job Trainees" (unpublished Ph.D. dissertation. The Ohio State University, 1969), pp. 43-44.

Urban League during the on-the-job phase of their training. Problems encountered by trainees were investigated by Columbus Urban League staff members. Many trainees returned to report experiences encountered during the on-the-job phase to staff members of the educational component.

PART II

Curriculum and Counseling

COMPUTATION SKILL DEVELOPMENT

The criteria used in selecting the participants for this program indicated that they would be familiar with the basic fundamentals of arithmetic. As a result, the eight weeks was considered as a refresher course. To determine the levels of competence and instructional needs of participants the instructor made further evaluations through quizzes during the first week of classes.

OBJECTIVES

1. To improve mathematical skills that would aid students in meeting requirements of jobs and everyday living.
2. To develop interest in mathematical processes and the desire to analyze complex situations by the component method.
3. To develop self-reliance in solving problems.
4. To develop insight into new uses of mathematics.
5. To overcome weaknesses in verbalizing problems, number vocabulary, listening to directions, reasoning, and selection of processes in problem-solving.
6. To increase ability to better understand the consumer's role in society.
7. To increase ability in making sound decisions in obtaining credit.

SUBJECT MATERIAL

Specific units studied according to the needs of students were:

Whole numbers

- addition
- subtraction
- multiplication
- division

Fractions

- addition
- subtraction
- multiplication
- division

Percentages

- commission
- profit and loss
- discount
- interest
- credit
- banking
- budgeting
- taxes
- payroll deductions
- loans and installments

Problem solving

- one-step
- two-step
- three-step or more

Decimals

- addition
- subtraction
- multiplication
- division

Measurements

- distance
- weight
- time
- geometric lines and shapes
- angles
- formulas
- areas
- perimeters

SAMPLE UNIT

Fractions

I. Objectives

A. To teach the meaning of a fraction

B. To acquaint students with the four fundamental operations as applied to fractions

C. To acquaint students with the vocabulary associated with the fundamental operations used with fractions

D. To increase the students' ability to:

1. compare fractions according to size,
2. change the form of fractions,
3. change the mixed numbers to improper fractions,
4. change improper fractions to mixed numbers,
5. change fractions to higher terms, and to
6. reduce fractions to lower terms.

II. Topics

A. The meaning of fractions

B. Arranging fractions according to size

C. Changing fractions to higher and lower terms

D. Changing improper fractions to mixed numbers and mixed numbers to improper fractions

E. Adding and subtracting fractions

F. Multiplying and dividing fractions

III. Materials to be used

A. Ruler

B. Charts and diagrams

C. Work sheets

D. Educational Development Laboratories Materials

E. Tachistoscope Materials

F. Cyclo-Teacher

IV. Methods of Instruction

A. Diagnosis

B. Discussion

C. Demonstration

D. Practice (individualized and group)

V. Evaluation

A. Test

B. Observation

VI. References

Brice, Edward. Arithmetic. New York: Holt, Rinehart & Winston, Inc., 1963.

Sperling, Abraham. Arithmetic Made Simple. Garden City, New York: Doubleday & Company, Inc., 1960.

VII. Instructional Methods and Techniques Used

Since the teacher should provide inspiration and advice to the individuals who come under his guidance, a democratic rather than autocratic system of class management was used. The teacher must be able to work with students in a manner that will not isolate any individual or impede the learning process. An understanding of conditions, home life, problems and hopes, needs and interests of the students is basic. This understanding comes from direct, simple, personal contact with the students themselves - from conversation with them in and out of class. It is the teacher's job to establish rapport which will provide students with the security and satisfaction necessary to an effective teaching-learning situation.

Adult educators are often confronted with such questions as:

What is the best method or technique of instruction? Under what conditions and in what situations are the various techniques most effective? What is the students' reaction to the technique selected? The instructor of computational skills felt that the following methods were most useful in the project situation:

Lecture and discussion

A combination of the two was best. Factual material was presented in a direct and logical manner permitting full group participation: (1) questions and answers in cases where the group needed restatements, (2) explanation and illustrations, (3) arguments, (4) presentation of evidence, (5) questioning by the teacher to check the acquisition of students, (6) special contribution of individual members or committees from their personal experience or study.

Demonstration

With this method the teacher could move at the pace desired by students, and repeat information when necessary. The demonstration, basically a visual presentation accompanied by oral discussion, was usually followed by the learners' carrying out the activity themselves under the guidance of the instructor.

Interview

Resource persons were helpful with various topics. The interview was a type of presentation in which resource persons responded to questioning by one or more interviewers. The interview was used to explore a topic in depth in cases where a more formal presentation was not desired by either the resource expert or the students. With this method, there was some assurance that the discussion would follow the

interests of the members of the audience.

Library Services

The Books/Jobs Project of the Columbus Public Library was funded under Title I of Federal Library Services and Construction Act Program for the improvement of public library services. It has three distinct aims: (1) to provide libraries with more information and greater understanding of the needs of the unemployed, (2) to develop effective communication between libraries and agencies that deal directly with job seekers, and (3) to assist in providing materials. Because this project was available, students were encouraged to take advantage of the library services.

Devices Used

chalkboard

films

filmstrips

opaque projector

phonograph

tape recorder

charts and diagrams

publications

Educational Development Laboratories Machine

Tachistoscope Machine

Cyclo-Teacher

Work sheets

Observations

Most of the students were positive in their attitude toward

mathematics instruction. Many of them had been confronted with mathematics in the examinations required for jobs in Civil Service and other employing agencies. The students' motivation levels were high because they realized their performance on such examinations were often unsatisfactory. Many were aware that industry increasingly requires basic mathematical skills of every successful employee. Economic and domestic problems and low mathematical ability seemed to be related to any indifference which was shown toward this phase of the instructional program.

The instructor's approach to dealing with negative attitudes was to try to instill greater confidence in the students and to reassure them that achievement at a higher level was desirable and possible. Relief from economic and domestic problems usually had to be handled by the counselors. Specific areas of math seemed to be more relevant when they were related to the jobs the students desired. Because of this the instructor introduced new topics pointing out their importance in real life situations.

The first two groups of participants (cycles I and II) were divided into two groups, X and O. X represented the group that scored higher on ability tests. The third cycle participants were randomly assigned to the two groups. Problems were encountered with ability grouping. First cycle students were not told beforehand that they had been assigned to groups according to test results. When it came to their attention that they had been grouped on the basis of ability, resentment occurred between and within groups. Second cycle participants were told from the onset that they had been grouped on that basis. Problems were still encountered because of resentment among individuals. Instructors initially

felt that they could provide better instruction within ability groups, however, in view of inner-participant conflict, it was decided that heterogeneous grouping would create a better learning climate.

Typically, the adult students did not want to reveal their deficiencies to the entire group. Because it was found that it was detrimental to self-concept, to individual performance, and to group cohesiveness and because many of the students had previously had unfortunate experiences in mathematics in public schools, the instructor made a special attempt to create an informal atmosphere and to establish a climate of security in the classroom.

Most instruction was individualized and each student was encouraged to work at his own rate. Since class exercises were limited so that even the slow worker could finish within the class period, faster students were assigned to work either on following lessons or on additional, higher-level materials. Students were encouraged to work in groups; many slow workers were able to get assistance from more advanced students.

The mathematics instructor felt that, on the whole, the students' achievement was noticeable and significant.
After finding that they could solve problems mathematically, many expressed interest in attending higher level classes. The instructor felt there are two reasons which may account for any success students achieved in this area of instruction: (1) the students saw real need for mathematics in their job performance, and (2) the students developed increased confidence in their mathematical ability. It should be noted also that the location of the project on a university campus may have contributed to high motivation among students. It is quite likely that they may have

felt the impact of the goals, aspirations, and values associated with a college education.

ANNOTATED BIBLIOGRAPHY

1. A One-Week Teaching Unit on Consumer Credit. Educational Services Washington, D. C., 1962.

The teacher's kit contains one copy of "Finance Facts Yearbook" and a copy of "Basic Principles in Family Money and Credit Management" - a student study book.

2. Automated Speed Learning Teaching Machine. Universal Electronics Laboratories Corporation, 1963.

This is a teaching machine method of learning for class or home. Important knowledge in this method makes learning an exciting and rewarding experience, as well as an entertaining game. Students can use this machine to improve their knowledge and grades and have fund doing it.

3. Be Informed Basic Education Leaflets. New York: New Readers Press.

These basic education lessons are in leaflet format, grouped into teaching units. Each of the series is a teaching unit on a subject of high functional value to the personal, family, and social life of all Americans.

4. Brice, Edward, W. Arithmetic. New York: Holt, Rinehart and Winston, Incorporated, 1963.

The purpose of the book is to present in a practical way the basic ideas and processes of arithmetic. It may be used in an adult class or for study at home. It's aim is to help adults of

all ages to gain and increase their skill in working with number concepts. The student may move in progressive steps according to his own speed and ability to increasingly higher levels of achievement in arithmetic. This book is written especially for adults.

5. Dublin, Lewis. The Blue Book of Arithmetic. New York: Regents Publishing Company, Incorporated, 1963.

Lessons are virtually independent units arranged on a single or double page. The simple direct language communicates ideas and encourages thinking which is absolutely necessary for real learning. Economical wording enables the Blue Book to contain over 2300 answered exercises. They enable the student to check his understanding, and to rediscover for himself the essence of each lesson. Step by step the student systematically acquires arithmetical understanding, and the skills and confidence that enable him to use his knowledge with ease.

6. House, Clarion. Pay check. Follett Publishing Company, 1967.

This book describes the most important features of the paycheck. It explains how employers determine deductions for such things as income tax, Social Security and Medicare, insurance union dues, and it introduces the subject of federal income tax to be paid at the end of the year.

7. Knowles, David H. Consumer Mathematics. Palo Alto, California: Behavioral Research Laboratories, 1966.

This programmed textbook consists of a number of frames or numbered statements, each of which gives a certain amount of

information, at the same time asking questions about the information already learned. Each frame introduces new information gradually, reviewing old information as needed.

8. Mallory, Virgil S. Fundamental Mathematics. Englewood Cliffs, New Jersey: Prentice-Hall, 1953.

This book not only emphasizes adequate practice, but also reading. The problems have been made readable by the use, in the main, of words of only one or two syllables written in short sentences and short paragraphs. Every effort has been made to make the problems deal with situations familiar to the students. A unit test is provided at the end of each unit after the first. The teacher is able to measure the progress of his students and to diagnose their difficulties.

9. Sperling, Abraham P. Arithmetic Made Simple. Garden City, New York: Doubleday and Company, Incorporated, 1960.

This book is for anyone who wants to learn the fundamentals of arithmetic. The reader can work with it himself with a minimum of outside help or none at all. The material is presented step by step in an orderly and systematic way. The answers are worked out in detail whenever necessary. Practice exercises follow each new topic so that the reader can measure his progress.

10. Sullivan, Marjorie Doyle. Programmed Math for Adults. New York: McGraw-Hill Book Company, 1969.

This book is composed of programmed material. The student can work it by himself with minimum assistance.

11. Universal Practice Worksheets in Arithmetic. Columbus, Ohio: Charles

E. Merrill Publishing Company.

This set of duplicating master worksheets has been organized to accompany any new elementary mathematics series. It is composed of sixteen books with thirty-two pages in each. The worksheets serve the teacher either as a means of providing for individual differences among his students or as a systematic review. Concise and clear directions are on the worksheets and no additional instructions are necessary.

COMMUNICATIONS

I. OBJECTIVES

Areas of study in communications consisted of language and communication improvement, social and job-oriented vocabulary building and spelling improvement. Choice of materials was based on the recommendations of librarians and adult education specialists. Students also suggested materials for use in the program. The objectives of the communications component were:

A. Reading. To enable the student to read with satisfaction materials centered around the grade level of a job situation.

B. Vocabulary. To identify, define and use words, terms and phrases common to the demands of the community and of specific job situations.

C. Spelling. To equip the learner with techniques that can be applied to spelling improvement.

D. Pronunciation. To improve the level of verbal and non-verbal communication needed for more adequate citizenship participation.

E. Speaking. To improve verbal communication ability.

II. Materials

The books chosen on rapid vocabulary building were in lesson plan form written for adults. The Books/Jobs materials from the Columbus Public Library were of special value here. The Columbus Library

also provided Merriam-Webster dictionaries which were distributed to the students for their use throughout the eight week program.

Automated speed learning material was obtained from the Mark-Master Institute for Programmed Teaching. Audio-visual materials from the Educational Development Laboratories for the Controlled Reader and Tachistoscope (Tach-X and Flash-X) were an integral part of the daily routine. Materials supplied with the Bell and Howell Language Master were also used. The Ohio State University Teaching Aids Laboratory was a source of further audio-visual materials such as film strips, films and audio tapes.

The World Book Cyclo Teacher was used as a general reference source for individual research and study. Word lists for study were supplied by potential employers such as Nationwide Insurance, Big Bear Foods, Incorporated Huntington National Bank, and the Ohio Bell Telephone Company. Mimeographed and ditto materials from the Continental Press and Charles E. Merrill Publishers were used. Vocabulary teaching materials supplied by Edgar Dale and Joseph O'Rourke of The Ohio State University were used.

INSTRUCTIONAL METHODS AND TECHNIQUES

Discussion

The purposeful discussions of each group did more for mutual interest and understanding than any other classroom procedure. Frank and open discussion characterized most conversations held, a factor which guided instruction away from a more autocratic approach to learning.

Lecture

This method was not used often in communications class, however,

when a particular topic required a statement of facts, one member of the group usually gave this information in the form of a brief lecture. Class members occasionally lectured when giving book reports and prepared demonstrations.

Individual Instruction

Students frequently sought individualized help. Moreover, many of the reading devices were designed for individual use which occasionally necessitated individual assistance.

Buzz Sessions

The buzz session was used as a technique for involving every member of the large group directly in the discussion process. The group was divided into small groups (5 to 7 members) for a limited time (5 to 10 minutes) for discussion to which each member contributed his ideas. To facilitate learning the trainees often worked through tough problems in small groups and then pooled their ideas in a large group before developing their conclusions.

Book and Story Reports

Each day the class assignment included some form of reading that could be used for oral reports to the class. The majority of book and news reports were given on a voluntary basis.

News Board

The news-bulletin board was a center of student interest. Trainees daily brought in news articles, discussed them, and them placed them on the board. During the three eight-week sessions news came in from over three

dozen sources.

Question and Answer

Question and answer periods prevailed during all class meetings. These adult students were quick to ask questions about matters they wished to understand more fully.

Vocabulary Lists

When new words were discussed they were placed on a large visual list and kept on the bulletin board. Words were categorized under Social, Job, and School headings. The students made conscious attempts to enlarge their vocabularies from the field trips, news items, resource persons and college students.

Written Reports

Written work was assigned to provide practice in more thoroughly describing a book or item. Themes, book reports, short stories, paragraphs and letters were submitted to the instructor, corrected and returned to the student. Letter grades were not used and content rather than grammar was stressed. Writing activities were stressed more during the first weeks of the cycle than during the last.

INSTRUCTIONAL DEVICES

Controlled Reader

A machine developed by the Science Research Associates was used with groups and with individual learners to develop concentration and to increase reading speed. Through practice, most of the learners increased their comprehensive reading rate. Perhaps of greater importance, many

adults revitalized their dormant interest in reading.

Film Strips

With the aid of this visual device, rules of English grammar were taught. This approach appealed to the students.

Language Master

This modern version of the tape recorder was used in areas of vocabulary building, language stimulation and English development. The content of prepared material ranges from vocabulary building to instruction and drills in vital aspects of reading and language. The students seemed to enjoy the unique check and balance system by the machine.

Movie Projector

A Bell Howell 16 millimeter projector was used whenever the need arose. Good films were acquired through the Teaching Aids Laboratory of The Ohio State University and through resource persons.

Cyclo-Teacher

This device manufactured by the World Book Encyclopedia complements regular studies in all school subjects. For our purposes, the device was used for materials on speech, grammar, spelling and literature.

Tachistoscope Training

Flash-X. This compact device using disc material provided individualized reinforcement to learners who needed extra help. Spelling, word recognition and pronunciation were the general areas of use for the Flash-X. Because the device was individually operated the students were able to use it at their own convenience in the classroom.

Tach-X. Instead of the usual off-on-off exposure presented with a regular projector film, the Tach-X maintains light on the screen at all times. Words, letters, figures and phrases are exposed by snapping the image in and out of focus. The students were pleased with the progress made in their visual memory and with their retention of materials. Pre-prepared films were used for spelling, word recognition and pronounciation.

Teaching Machine

Programmed learning materials in English and spelling were acquired. This material was designed for individual use which gave instructor and learner more time to converse. The correct answers were given immediately after the learner posted his, so that check and balance and reinforcement all added to interest and to motivate the learner.

ANNOTATED BIBLIOGRAPHY

1. Bauer, Josephine. English As A Communication Skill. Madison, Wisconsin: United States Armed Forces Institute, 1963.

A complete manual on grammar usage for English speaking people. The book produced by the Armed Forces covers every phase of English and includes drills necessary for proficiency.

2. Bennett, Lerone, Jr. Before The Mayflower. Baltimore, Maryland: Penquin Books, 1964.

A complete history of the American Negro by an American Negro. Traces the history of the Negro Americans' accomplishments, desires, failures, hopes and dreams. This book was originally intended to be used as a book report but was actually used by the entire class

over a two week period as supplementary research material.

3. Continental Press, Incorporated. Using Good English Level 6^1 6^2. Elizabeth, Pennsylvania: Continental Press, Incorporated, 1963.

An analysis of the most recent textbooks published in the field of English, placed on dittos for easy use. This material provides interesting practice exercises that aid in the development of essential language habits. Content materials are taken from the fields of Nature Study, Geography, Social Science, and fiction, thus prompting interesting adult discussion and study.

4. Continental Press, Inc. Reading-Thinking Skills Levels 6^1 6^2. Elizabethtown, Pennsylvania: Continental Press, INcorporated, 1963.

This material was designed to raise the mental ability of the learner. The exercises assist in the development of critical thinking. The prepared ditto masters contain material on content, context, relationships, relevancy, imagery, outlining, inconsistency and sequence and main ideas. The adults liked the materials and were pleased that most sheets contained contemporary and relevant information.

5. Dale, Edgar and O'Rourke, Joseph. Vocabulary Teaching Techniques. Columbus, Ohio: The Ohio State University, School of Education Project #1426, 1966.

A very helpful manuscript full of hints to help the teacher develop the range and depth of his students' vocabulary. Although the writers are principally concerned with language development for children, it was possible to use many of the ideas and illustrations given. The material is specific and covers twenty

areas from word analysis to semantics. Adult educators can fruitfully use many of these techniques to make learning fun and enjoyable for adults.

6. Funk, Wilfred and Lewis, Norman. Thirty Days To A More Powerful Vocabulary. New York, New York: Washington Square Press, Incorporated, 1968.

This book gives quick, easy and interesting lessons for acquiring a larger vocabulary. The book with practice lessons practice tests was used quite extensively.

7. Gallagher, Ruth G. and Colvin, James. Words Most Often Misspelled and Mispronounced. New York, New York: Washington Square Press, Incorporated, 1967.

A quick reference guide to the trickiest words in the English language. This is a book written especially for the secretary, business man or layman who has trouble spelling and/or pronouncing words. Included are the approximately 23,000 words English speaking people are most likely to misspell. The trainees used the book as a reference. One copy for each learner was made available by the Books/Jobs program.

8. Language Master. Chicago, Illinois: Bell & Howell Company, Audio-visual Products Division.

The pre-recorded cards made it possible for each student to get help in his area of greatest need. The Industrial Supplement, Vocabulary Builder, English Development, and Language Stimulation cards were used most. The machine was easy to operate and the material was both interesting and challenging.

9. Laubach, Frank C. "Streamlined English." Syracuse, New York: New Readers Press, 1962.

In the introduction the author discusses the differences between adult and child education after which he gives lesson plans for quick application of various principles to adult learning. Most of this material is geared toward Adult Basic Education. Only parts of it could be used with a few of the adults in the Project.

10. Llornes, James A. Mark Master. Hackensack, New Jersey: Universal Laboratories Corporation, 1963.

With the Mark Master the "teaching machine" approach to learning is employed. The learner reads a question, gives his answer and immediately is given the correct one. Students can work on an individual basis at their own rate of speed. There are over twenty-five courses of the series available. English and spelling from levels 7 - 12 were used for our purposes.

11. Lewis, Norman. Rapid Vocabulary Builder. New York, New York: Grosset & Dunlap Publishers, 1951.

Exercises centered around people, actions, things and the law. Each of the six units contains a group of words, their origins, parts of speech, pronunciation, definition and a quiz. Many of the words in the book were added to the active vocabularies of the learners.

12. Taylor, Stanford E. Controlled Reading. Huntington, New York: Educator Developmental Laboratories, 1968.

The emphasis in this method is on increasing speed while at

the same time developing increased comprehension. The films are designed to hold an adult's interest. They move at a controlled speed from left to right across the screen. Groups of students can use the machine together or individuals may use it alone.

13. Taylor, Stanford E., and Frackenpohl, Helen. EDL Tach-X and Flash-X. Huntington, New York: Educational Developmental Laboratories, 1968.

Tachistoscope training works on the principle that the activity of seeing is learned. With the Tach-X and Flash-X material as little as one letter or number, and as much as whole phrases or equations, can be exposed at once. For our purposes both machines were used for spelling and for pronunciation.

COMMUNITY AFFAIRS

I. OBJECTIVES

This phase of the instructional component endeavored to discuss relevant social problems of the community and nation, and to apply adult education methods and techniques to solving social issues.

II. Areas of Study

A. General Issues

1. Voting
2. Taxation
3. Municipal, state and federal court systems
4. Law enforcement

B. Special Issues

1. The racial problem
2. The welfare system
3. The job market
4. The Vietnam War

C. Family Education

1. First aid and safety
2. Health and nutrition
3. Child guidance
4. Community resources

III. Instructional Methods and Techniques

Discussion

This was the basic method employed throughout the program.

Equality and fair play were maintained by the use of democratic methods of leadership and participation.

Lecture

Resource persons generally used the lecture method but without too many exceptions, lectures were short and informal. The instructor always met with guest speakers before class and discussed with them the needs and interests of the group.

Buzz Sessions

The buzz session was a technique used to involve more members of the large group directly in the discussion process. The group was divided into small groups (5 to 7 members) for a limited time (5 to 10 minutes) for discussion to which each member contributed his ideas. This was perhaps the most effective technique used.

Committees

Since students of the second and third cycles elected officers and operated a student government, committee work was very important. A nominating committee was formed to facilitate the election of officers. After the elections appointed committees worked on various projects such as the class newspaper, the lounge area bulletin board and the hallway showcase.

Listening and Observing Teams

When debates and lectures were part of the program, individuals were assigned to evaluate the content of the presentations along guidelines prepared by the students and the instructor.

Role Playing

Role playing was used often in the Community Affairs class. After the role playing, the group then discussed the implications of the performance, relating them to the situation or problem under consideration.

Devices Used

Film Strips. Films produced on social living skills by the National Association of Public School Adult Educators were used.

Movie Projector. Some of the resource persons used films to augment their presentations.

Tape Recorder. This was perhaps the most widely used device. Tapes were made of debates, resource speakers and role playing sessions. Pre-recorded tapes of speeches concerning politics, the Negro crisis and world affairs helped clarify issues for group members.

ANNOTATED BIBLIOGRAPHY

1. Anderson, John and Chambers, C. Glossary of Jive Talk. Kalamazoo, Michigan: Douglas Community House, 1960.

Includes major jargon used by persons in the United States today. The definitions of all the terms are also listed so that one can make his mind up as to the need or relevancy of the language. Very good for discussion topic. It also serves to help strengthen communication between the black and white communities.

2. Bennett, Lerone Jr. What Manner of Man. New York, New York: Pocket Books, Incorporated, 1968.

A biography of Dr. Martin Luther King, Jr. as told by a friend and former classmate. The book attempts to delve into the reasons for Dr. King's greatness. The book was read by students and offered in the form of a report to supplement the discussion of social issues in class.

3. Duberman, Martin B. In White America. New York, New York: New American Library, Incorporated, 1963.

A very stirring account of the Negro's life in America done in play form. A good book for discussion leaders and groups who aren't afraid of raising the issues.

4. Ginzberg, Eli, editor. The Negro Challenge To The Business Community. New York, New York: McGraw-Hill Books, 1964.

A series of essays done by prominent men well versed in the Negro and his plight in America today. The book discusses what the Negro wants and is demanding of business. It also gives insight into his efforts at achieving full rights in society. Excellent to use as resource material for classroom discussion.

5. Gregory, Dick. Nigger. New York, New York: Pocket Books, Incorporated, 1968.

Powerful, moving, ugly, yet beautiful story of the comedian. This is an autobiography of Gregory's life up to the present with projected aspirations for the future. As complete account as one will find anywhere of the unjust treatment given the Negro in America.

6. King, Martin Luther, Jr. Why We Can't Wait. New York, New York: New American Library, 1964.

An important book about violence by the best advocate of nonviolence America has ever known. Dr. King traces the history of the Negro's fight for civil rights back through three centuries giving reasons why waiting can no longer be tolerated. Facts are laid out on the line for all of America to see. No punches are pulled, blame is laid on the government, organizations, and persons. A good book that raises questions by adults which are not easily answered by simple yes, no or short answers.

7. U. S. Riot Commission Report. Report of the National Advisory Commission on Civil Disorders. New York, New York: Bantam Books, Incorporated, 1968.

A very comprehensive account of the civil disturbances that plagued and still plague our country. It attempts to tell the story of the riots as they happened. It also attempts to answer why they happended. In the concluding portions of the lengthy report the question, "What can be done?" is raised. The report was somewhat difficult for students to read yet they discussed it and formed their own conclusions about the book and the riots.

PERIODICALS

The following list of newspapers, magazines, pamphlets and publications were used at various times throughout the year. Their use was so varied that an inclusion into an annotated bibliography was impossible, however, their importance in contributing to the classes effectiveness was immeasurable.

1. Columbus Daily and Weekly Papers

a. Call and Post

b. Dispatch and Citizen Journal

c. Ohio State Student Daily, The Lantern

2. Ford Foundation Publication, "Society of the Streets" (pamphlet)

3. Magazines:

a. Ebony

b. Jet

c. Life

d. Newsweek

e. National Association of Public School Adult Education ON Social Living Skills

f. Senior Scholastic

g. Time

h. U. S. News

The above listed publications were sources of actual information used for specific purposes. Other materials were used but not to the extent that they could be listed as a source of specific information for the social skills classes.

ORIENTATION TO BUSINESS AND INDUSTRY

OBJECTIVE

The major objective of this aspect of the program was to provide a logical, step by step, building process by which trainees were enabled to understand the general structure of the "world of work." Especially important was the need to provide trainees with the opportunity to discover where they fit into this structure. Through discussion they were led to a better awareness of their present state of development, to an understanding of where they would like to go in the future, and to the development of a realistic plan to get there. The four main areas of concentration were: (I) Career Development, (II) Organization of Business and Industry, (III) Obtaining A Job, and (IV) Keeping A Job.

I. CAREER DEVELOPMENT

Objectives: To provide occupational information related to interests, aptitudes, skills and aspirations, which would assist the trainee in developing realistic long-range plans that meet the trainees' needs and abilities.

A. Self Assessment -- Objective: To assist the trainee in looking at himself in order that he begin linking together previous jobs, life experiences, training and education in a meaningful realistic way. To explore interests as they are related to occupations.

1. Discussion Material

a. Interests

b. Aptitudes - a comparative base for aptitude scores

c. Education

d. Training

e. Work experience

f. Personal traits

g. Physical traits

h. Leisure time activities

i. Vocational goals - a comparative base for achievement scores

2. Instructional Methods and Materials

a. Definition of terms used in describing individuals

b. Self-appraisal written by trainees.

c. Instructor review of trainees' appraisal

3. Observations

It was extremely difficult to convey the usefulness of this approach to better self-understanding to the trainees. They did not like looking at themselves introspectively and recording personal information in writing. However, those who completed this assignment found it useful.

4. Time estimate: 6 - 8 hours (This estimate as well as those that follow should serve only as guidelines since they are approximations.)

B. Test Interpretation -- Objective: To interpret with the trainees their scores on the General Aptitude Test Battery. This feedback of occupationally related information was provided in an effort to assist trainees in capitalizing on

individual strengths and in recognizing areas in need of improvement.

1. Discussion Material
    a. Define General Aptitude Test Battery
    b. Review all parts of the test
    c. Provide individual scores
    d. Develop individual profiles
    e. Relate scores to Occupational Aptitude Patterns
    f. Counsel trainees individually
2. Instructional Methods and Materials
    a. Use of United States Employment Service charts and materials to review parts of the General Aptitude Test Battery
    b. Use of United States Employment Service Occupational Aptitude Patterns to develop profiles
    c. Use of Ohio State Department of Education Division of Guidance and Testing materials for interpretation
    d. Use of Dictionary of Occupational Titles, Vol. II for individual counseling
3. Bibliography
    a. School Counselor's Guide for the General Aptitude Test Battery. Columbus, Ohio: Division of Guidance and Testing, State Department of Education.

b. General Test Practice for 92 U. S. Jobs. New York, New York: Arco Publishing Company, Incorporated, 1965.

4. Observations

This exercise was of interest to trainees initially but interest waned rapidly. The students generally perceived this as important for them to know.

5. Time estimate: 4 hours

C. Occupational Exploration -- Objective: To provide the trainees with sources of information that would enable them to look in depth at many different types of jobs.

1. Discussion Material

a. Physical environment

b. Working with people or things

c. Pay scale

d. Availability of work

e. Education required

f. Training required

g. Advancement opportunities

h. Job duties

i. Related occupations

2. Instructional Methods and Materials

a. Read occupational briefs and descriptions

b. Have trainees prepare oral reports

c. Have trainees talk to persons employed

d. Have trainees share their own experiences in group discussion

3. Bibliography of Instructional Material

a. Dictionary of Occupational Titles, Vol. II
Superintendent of Documents - Washington, D. C.

b. Occupational Outlook Handbook. Superintendent of Documents, U. S. Department of Labor, Bureau of Labor Statistics. Washington, D. C.: U. S. Government Printing Office.

c. Occupational Exploration Kit. Science Research Association, 1968.

4. Time estimate: 4 hours

D. Development of Career Plans -- Objective: To assist the trainee in setting goals to work toward over one, three, and five year periods. To assist the trainee in developing alternatives by anticipating milestone events that might alter his original plan.

1. Discussion Material

a. 1st year training - education and experience necessary

b. 3rd year training - education and experience necessary

c. 5th year training - education and experience necessary

d. Possible milestone events that would alter

plans

e. Development of alternative plans

2. Instructional Methods

a. Self directed outlines

b. Option to discuss plans with instructor or counselor

c. Instructor provided feedback to counselors

3. Time estimate: 4 hours

II. ORGANIZATION OF BUSINESS AND INDUSTRY

Objectives: To acquaint the trainee with the various organizational components of business and industry and with their interrelationships in order to develop job readiness and sophistication regarding the world of work.

A. Functions of Business and Industry -- Objective: To develop an understanding of private enterprise and the role it serves in our national economy and its contribution to the social welfare.

1. Discussion Material

a. Creation of jobs

b. Benefits accrued from taxes

c. Competition and prices

d. Development of natural resources

e. Investment of surplus

f. Contribution to social welfare

g. Profit motivation

2. Instructional Methods and Materials

   a. Present question to the trainees - "Why do we have private enterprise?"

   b. Group discussion

3. Observation

   Trainees viewed business and industry as being interested only in making profit. The trainees were not very sophisticated in understanding the spin-off results of private enterprise.

4. Time estimate: 2 hours

B. Knowledge of Industry through Field Observations -- Objective: To provide the trainees with an opportunity to observe the environment and jobs to which they could expect to be assigned. To provide a basis for questions and discussion concerning what they observed. To broaden their acquaintance with business and industry.

1. Discussion Material

   a. Physical environment

   b. A variety of job skills

   c. Work conditions

2. Instructional Methods

   a. Pre-trip discussions

   b. Tour of site

   c. Post-trip discussions

3. Observation

   Students preferred to tour only the site

where they might expect to be employed.

4. Time estimate: 8 to 10 hours

C. Role of the Employer-Role of the Employee -- Objective: To explore trainees' attitudes concerning the role of the employee, the role of the employer.

1. Discussion Material

a. Employer role to provide:

(1) Acceptable working conditions-physical

(2) Fringe benefits-insurance, vacation

(3) Adequate pay

(4) Training

(5) Orientation to policies, rules, procedures

(6) Job description

(7) Feedback on progress

(8) Courtesy to employee

(9) Fair treatment

b. Employee's responsibilities

(1) Punctuality

(2) Daily attendance

(3) Interest in work

(4) Loyalty to company

(5) Maintaining quality of work

(6) Adherence to stated rules and regulations

(7) Courtesy to fellow workers

(8) Ability and willingness to follow

instructions

(9) Knowledge of job duties

2. Instructional Methods

a. Questions and discussion

b. Copies of company rules, regulations and policies

c. Role playing

d. Film

3. Bibliography

a. Nationwide Insurance Company. Handbook for New Employees. Columbus, Ohio.

b. Big Bear Stores. New Employees Handbook. Columbus, Ohio.

c. Film: "You and Your Boss." Chicago, Illinois: Coronet Films, Coronet Building.

4. Observations

Trainees seemed to show interest in what the various roles should be. They seemed to handle the role playing with ease and sophistication

5. Time estimate: 3 hours

D. Supervision -- Objective: To define the role, duties and function of supervisors in order to better accept and work with supervisors and management.

1. Discussion Material

a. Line and staff relationships

b. Supervisor as trainer

c. Supervisor as evaluator

d. Supervisor as link in communication with top management

e. Supervisor as production expeditor

2. Instructional Methods and Devices

a. Films

b. Discussion

c. Role playing

3. Film Bibliography

a. "The Follow Through." Office Supervisor's Problem Series, McGraw-Hill, 1968.

Depicts the problems which arise when a supervisor does not give proper instruction on a new piece of equipment.

b. "Instructing the Worker on the Job." United World Films, 1944.

Points out the difference between telling, showing and instructing.

c. "Supervising Workers On the Job." U. S. Office of Education, 1944.

Various kinds of poor supervision practices are shown including nagging and snooping. Better methods are introduced.

4. Critical and Subjective Observations

Whenever and wherever adequate visual materials

are available, the combination of films, discussion and role playing appears to be more effective and more interesting to trainees than simple discussion methods.

5. Time estimate: 4 to 5 hours

E. Seniority and Merit Promotion -- Objective: To acquaint trainees with methods used in job promotion

1. Discussion Material
   a. Bidding for a job based on seniority
   b. Qualifying for a promotion based on past performance
   c. Qualifying for a promotion based on an examination
2. Instructional Methods
   a. Presentation of different industrial procedures
   b. Discussion of advantages and disadvantages of various methods of promotion
   c. Guest speakers from management of business and industry providing jobs for trainees
3. Bibliography and Guest Speakers
   a. Procedures described by representatives of Big Bear Stores and Nationwide Insurance Company
   b. Company handbook describing procedures
   c. Administration representatives described

bidding procedures as prescribed by union contracts. Handouts - examples of union contracts.

4. Time estimate: 2 hours

F. Function of Unions -- Objective: To develop an understanding of the function of Labor Unions and Credit Unions, the services they perform for the worker and their place in business and industry.

1. Discussion Material

a. Brief history of labor unions

b. Union benefits

c. Memberships (open - closed shop)

d. Union arbitration

e. Credit Unions

f. Apprenticeship

2. Instructional Methods and Devices

a. Union representative guest

b. Discussion

c. Films

3. Film Bibliography

a. "Arbitration in Action." The American Arbitration Association.

b. "Strike in Town." National Film Board of Canada, McGraw-Hill, 1956.

c. "The Grievance." National Film Board of Canada, McGraw-Hill, 1954.

4. Time estimate: 4 hours

G. Overtime and Incentive Pay -- Objective: To present the concept of overtime and incentive pay so that trainees will have a better understanding of employer needs when overtime work is required.

1. Discussion Material

a. How much overtime?

b. How frequent the requests?

c. Periodic production increase

d. How much notice should be given by employer?

e. Does the employee have the right to refuse?

2. Instructional Methods

a. Group discussion

b. Role playing

3. Time estimate: 2 hours

H. Social Security -- Objective: To provide the trainee with an understanding of what happens to money deducted from his paycheck for Social Security, and of the benefits provided under federal law to Social Security recipients.

1. Discussion Material

a. Social Security for young families

b. How to claim benefits

c. Retirement, survivors, Disability, Medicare

2. Instructional Methods

a. Lecture - discussion groups

2

3. Bibliography

a. Your Medicare Handbook. U. S. Government Printing Office.

b. Outpatient Hospital Benefits. U. S. Government Printing Office.

c. Your Social Security. U. S. Government Printing Office.

d. How To Claim Benefits Under Medical Insurance. U. S. Government Printing Office.

e. Social Security Information For Young Families. U. S. Government Printing Office.

4. Time estimate: 1 hour

I. Automation -- Objective: To show trainees the importance of continuing education and skill improvement, to show the trainee some of the technical advancements made through automation.

1. Discussion Material

a. History of automation

b. Increased production through automation

c. Need for retraining due to automation

d. Creation of new jobs due to automation

e. Industries most affected by automation

2. Instructional Methods and Devices

a. Film

b. Discussion

c. Role playing

3. Film Bibliography

a. "Automation." See It Now Series: McGraw-Hill, 1957.

Explores the problems connected with the revolutionary development of automation and shows automation at work in dozens of industries ranging from aviation to baking. An excellent film it provides an in depth visualizationof many industries, their functions and the actual jobs performed by workers. It provides a better orientation than most field trips.

4. Time estimate: 3 hours

III. OBTAINING A JOB

Objectives: To provide a background and the simulation of correct steps and procedures to follow in order to obtain a desirable job.

A. Job Search -- Objective: To develop in the trainees an awareness of some of the possible sources of job leads.

1. Discussion Material

a. Friends, relatives as possible sources

b. Classified advertisements in newspapers

c. Classified yellow pages in telephone directory

d. United States Employment Service

e. Private employment agencies (discussion of fees)

f. Community service agencies

g. School counselors

h. Company employment office

i. Help wanted signs

2. Instructional Methods and Devices

a. Group discussion

b. Use of classified newspaper and telephone book

c. List of Community and State agencies

d. Film

3. Film Bibliography

a. "Finding the Right One." Chicago, Illinois: Coronet Films. Coronet Building

4. Time estimate: 3 hours

B. Preparation for Interview -- Objective: To learn how to prepare oneself for the interview so as to appear in the best light both physically, mentally and emotionally.

1. Discussion Material

a. How to get to one's destination (bus, taxi, parking, time, etc.)

b. What to expect when applying -

(1) appointment

(2) dress

(3) testing

(4) resume

(5) hiring procedure

c. Job requirements

d. Personal data requirements

(1) personal statistics

(2) picture

(3) school record

(4) references

(5) licenses - certificates - social security - draft card

e. Information on employers

f. Questions relating to job

2. Instructional Methods and Devices

a. Discussion

b. Role playing

c. Film

3. Bibliography

a. "How to Sell Your Job Talents." Ohio Bureau of Employment

b. "How to Prepare Yourself for Job Interviews." U. S. Department of Labor, Bureau of Employment

c. Peskin, Dean B. "The Art of Job Hunting." New York: World Publishing. Excellent presentation on interviewing.

d. "Making The Most of Your Job Interview."
New York Life Insurance Company, 1967.
Excellent list of questions most frequently asked with list of reasons individuals fail interviews.

e. Film - "Apply For It." Chicago, Illinois: Coronet Films, Coronet Building.

4. Time estimate: 2 hours

C. Job Application Forms -- Objective: To provide an exercise in the proper way to fill out job application forms. To prepare a personal data sheet to assist in filling out applications.

1. Discussion Material

a. Reasons for applications

(1) to compare applicants

(2) to provide background for interviews

(3) permanent record

b. What application conveys to employer

(1) whether you can follow directions

(2) whether you are able to spell correctly and write legibly

(3) whether you are interested in the job

c. Format of application

(1) personal identification

(2) school and training record

(3) work record

(4) hobbies/leisure time activities

(5) military record

(6) salary/wages expected

(7) references

2. Instructional Methods

a. Discussion of purpose

b. Practice exercise filling out various forms.

3. Bibliography of Instructional Material

a. Vogel, Erwin. "How To Succeed in Job Search-When Really Trying." Copy-write Creations, 1968.

b. Samples of application forms used by employers.

4. Time estimate: 2 hours

D. Interview -- Objective: To familiarize the trainees with questions most frequently asked during an interview emphasizing reasons people are not successful in interviews. To provide the trainees with an opportunity to practice interviews with subsequent feedback from group.

1. Discussion Material

a. Purpose of interview

(1) information exchange

(2) opportunity to evaluate one another

b. Things to do and to avoid prior to, during, and after the interview

c. Appearance

d. Etiquette

2. Instructional Methods and Devices

   a. Discussion - purpose of interview

   b. "Do·s and don'ts" of interviewing

   c. Role-playing by trainees as interviwer and interviewee

   d. Critique by group of role-playing

   e. Film (with post-film discussion)

3. Bibliography of instructional Material

   a. Film - "Getting a Job is a Job." Hollywood, California: Dibie-Dash Productions, Motion Pictures.

   b. National Manufacturing Association pamphlet - "Do's - Don'ts for Mature Job Seekers."

   c. The Art of Job Hunting. New York: The World Publishing Company, 1967.

4. Time estimate: 6 hours

5. Observation

   Trainees seemed to enjoy and appreciate the opportunity to practice in simulated interviews This method provided a basis for much discussion.

E. Taking Test -- Objective: To define for trainee different kinds of tests with which he may be confronted. To explain why tests are given, who should benefit from the test results. To provide an opportunity to take different kinds of tests, and receive interpretation of test results. Also to eliminate anxiety connected with test taking.

1. Subject Material
   a. Achievement tests
   b. Aptitude tests
   c. Interest inventories
   d. Personality tests
   e. How to prepare for a test
   f. How to take a test (timed tests, power tests, multiple choice, true-false.)
   g. What test results mean
   h. Concept of individual differences among people (strengths and weakresses)
   i. Following test directions
   j. Use of separate answer sheets
2. Instructional Methods
   a. Lecture and discussion
   b. Practice test taking
   c. Discussion of results (on individual basis)
3. Bibliography of Instructional Material
   a. "General Test Practice for 92 U. S. Jobs." New York: Arco Publishing Company, Incorporated, 1965.
   b. Metropolitan Achievement test
   c. General Aptitude Test Battery, United States Employment Service
4. Time estimate: 4 hours

IV. KEEPING A JOB

Objectives: To explore the areas of concern that deal with job retention. to explore and discuss reasons why people lose jobs and what can be done to help retain a job.

A. Attendance and Tardiness -- Objective: To provide the trainees with a better understanding of what the expectations of employers are regarding tardiness and attendance. To explore the concept of time.

1. Subject Material

a. Frequency of absence and tardiness

b. What to do when late or absent

c. Legitimate reasons for tardiness and absence

d. What dependability means to employers

2. Instructional Methods and Devices

a. Film

b. Discussion

c. Role playing

3. Film Bibliography

a. "Good Work Habits." Chicago: Coronet Films, Coronet Building

4. Time estimate: 3 hours

B. Following Directions -- Objective: To provide an exercise in giving, and taking verbal instructions to better prepare the trainees for job situations.

1. Subject Material

a. Giving directions

b. Taking directions

c. Recording directions

2. Instructional Methods

a. Lecture

b. Trainee generated instructions and directions

c. Trainees follow instructions and directions given to each other.

3. Time estimate: 2 hours

4. Observation

Not taken too seriously - provided a kind of "play" situation. Was helpful in pointing out need for taking directions and recording them on paper.

C. Effective Listening -- Objective: To provide practice in listening to letter and number sequences read orally in order to increase listening attentiveness and memory span.

1. Subject Material

a. Introduction to memory span concept

b. Importance of listening

2. Instructional Methods

a. Discussion

b. Reading of sequences

c. Recording of sequence by trainees

d. Trainees give correct sequence back

e. Trainees record sequence in reverse

f. Trainees mix numbers and letters in sequence

g. Exercises conducted daily for 12-20 minutes over 10 day period

h. Trainees make a record of their own progress

3. Time estimate: 4 hours

4. Observation

Became a competitive healthy exercise. Was perceived as useful.

D. Rules -- Objective: To provide an opportunity for trainees to discuss their attitudes towards rules and authority in order to better accept the conformity extant in most jobs.

1. Discussion Material

a. Why we have rules

b. Are rules for everyone?

c. Are rules to be broken?

d. Who makes the rules?

e. Rules help the worker

f. Rules help the management

2. Instructional Methods

a. Group discussion

3. Bibliography

a. Examples of rules for employees from Nationwide Insurance Company, Columbus, Ohio

4. Time estimate: 1 hour

E. Getting Along With Fellow Workers: Cooperation-How Much? -- Objective: To give trainees an opportunity to discuss their own experiences in getting along with fellow workers, problems

they have encountered, expectations of problems, and resolution of problems through alternative behavior.

1. Discussion Material
   a. Cooperation - how much?
   b. Perceptual differences among people
   c. Stereotypes
   d. Office gossip
   e. Carrying your load
   f. Loyalty conflicts
2. Instructional Methods
   a. Films
   b. Discussion - small groups (5 - 6 persons)
   c. Large group discussion
   d. Role playing situations
3. Bibliography of Instructional Material
   a. Cooper, William M. and Ewing, Vivian C. "How To Get Along On the Job." New York: Holt, Rinehart and Winston Company, 1966.
      (Series of job incidents that provided basis for role playing. Provided suggestions as to alternative solutions.)
   b. Film - "Fitting In." Chicago: Coronet Films.
   c. Film - "Eye of the Beholder." Stuart

Reymolds, 1954.

(Film on perceptual differences)

d. Film - "How Good Is A Good Guy?" Round-table, 1960.

e. Film - "The Grapevine" McGraw-Hill, 1958. (Deals with the problem of office rumors.)

f. Film - "How Much Cooperation?" Office Supervisors Series, McGraw-Hill, 1958.

4. Time estimate: 16-20 hours

5. Observation

This aspect of program was carried on over the 8-week period. Although there was overlapping between counseling and instructional activities the attempt was made to limit this type of group discussion to work situations. This endeavor provided an excellent means for individuals to "try themselves out" on other members of groups. Sensitization to feelings of others began to take place around third or fourth week.

F. Personal Responsibilities -- Objective: To develop a sense of how personal problems affect job performance.

1. Discussion Material

a. Appearance

b. Financial problems

c. Marital probems

d. Union responsibility

e. Responsibility to employer

f. Drinking on the job

g. Gambling on the job

2. Instructional Methods

a. Discussion

b. Role playing

3. Time estimate: 6 to 8 hours

G. Evaluations and Probationary Periods -- Objective: To provide the trainee with an understanding of what a probationary period means and how evaluations are made of performance.

1. Instructional Materials

a. Varying lengths of probation

b. Purpose of probation

c. Components of evaluation

d. Purpose of evaluation

e. Periodic evaluation for promotion, retention

2. Instructional Methods

a. Large group discussion

b. Review of evaluation forms

c. Personal evaluations on trainees performance

d. Evaluation of trainees by each other (voluntary basis)

3. Bibliography of Instructional Materials

a. copy of Nationwide Insurance Employee

Progress Review

4. Time estimate: 2 hours

SUMMARY AND RECOMMENDATIONS

Although objectives were stated, few, if any, short term evaluation procedures or criteria were developed. It is felt that the major purpose of the program was accomplished through the development of a course of instruction. The next step should be to develop evaluation instruments to measure some of the cognitive results. The affective domain should be evaluated on the basis of long-term performance done through follow-up.

An alternative learning situation would be to conduct this kind of training in conjunction with the actual work setting where situations can be dealt with immediately and in a meaningful way. It would also provide contact with those persons with whom the trainees will have to ultimately deal and with the environment in which they would expect to work.

COUNSELING REPORT

Program Description

The counseling component of the Manpower Pre-Employment Training Program based its operation on those specific objectives which focus on the development of positive trainee attitudes toward self, toward the world of work and toward career development. To achieve these goals, twenty-four hours of group counseling and thirty-two hours of individual counseling per trainee were scheduled for each eight week cycle. As the program progressed, counselors more realistically determined that from 28 - 30 hours of group counseling were appropriate with fewer hours for individual counseling depending on the particular needs of the counselee.

During the first two cycles, each of the three counselors selected a third of the trainees as his counselees. Each counselor worked with the same set of counselees both individually and in groups. A minor alteration in the pattern came during the third cycle when trainees were randomly assigned to counselors. The counselor retained the same trainees for both individual and group counseling, as in the first and second cycle. There was minimal shifting of counselees among the three counselors and that which was permitted occurred only during the first three weeks of each cycle.

Counselors were required to keep anecdotal records as well as to develop case studies. They administered the testing instruments during the first and last weeks of the cycle and interpreted test results to the counselees. During the last two cycles, the counselors as well as the

counselees completed the Relationship Inventory rating scale in an effort to measure the nature of the counseling relationships.

When the daily program was planned, group counseling was designated for the last hour of each training day, from 2:40 to 3:30 p.m. The consistency of those group meetings was interrupted by intermittent afternoon field trips and by resource persons. Since continuity contributed significantly to the successful operation of group counseling and because group counseling often lead to the necessity for individual counseling, it was found that it was more appropriate for group counseling to be placed either mid-morning or early afternoon in the daily schedule.

Group Counseling

Counseling groups may be characterized as socio, the objective of which is to reach the defined goals as expressed by the group, or psyche, the purpose of which is to satisfy the emotional needs of its members. It is generally recognized that neither the socio nor the psyche group exists in pure form, most groups being a combination of the two. In the counseling sessions, the counselors endeavored to establish group sessions that would be a combination of both socio and psyche group orientation.

During the first meetings, counselors provided a loose structure by referring to the original counseling objectives introduced the first day - developing positive self concepts, building positive attitudes toward fellow employees and supervisors and stimulating interest in career development. Each of these three areas was in some fashion related to self assessment, the initial topic discussed with counselees. Throughout the sessions, counselors utilized appropriate group comments to point out

the relationship between individual and group attitudes and the overall program objectives.

Beyond the interjection of the self-assessment topic, counselors allowed their groups to set the tone, pace and topic of the group sessions. Most trainees readily engaged in the group process by introducing and exploring a broad number of topics such as:

marriage	racial prejudice
sexual morality	vocational experience
handicapped and special-problem children	
general childcare	current employment practices
birth control	current events
educational experiences	available academic programs
career development	consumer economics
garnishment	

Discussion topics were often generated by counselees as a result of specific personal problems, current events or class discussions. Sometimes topics were carried over to a second or third day for a more thorough exploration of the problem. Typically during the first several weeks discussion topics were of a broader nature; thus, the exposure of personal problems of individuals did not occur until a climate of security and trust had developed within the group setting. Seemingly monumental personal problems dwindled when trainees discovered that their group was willing to listen to and to help them examine alternative solutions. Consequently, the group process provided a supportive and positive influence especially during crisis situations. Another result of the group process was the stimulation of less aggressive or less vocal group members to express their

opinions. In some cases these individuals did not gain self-confidence until the later weeks of the program yet through group support and individual counseling many group members eventually became more assertive.

Individual Counseling

Individual counseling appointments during each of the three cycles were scheduled by the counselors. The initial interviews took place during the later part of the first week since counseling activities during the first part of that week were devoted to orientation and testing. Throughout subsequent weeks trainees were encouraged to voluntarily spend time with their counselors. Weekly individual counseling sessions were considered desirable though not mandatory. Trainees were also urged to seek their counselors whenever they felt the need. It was made known that they did not have to wait for counselors to approach them or that the problem did not have to be a crucial one to merit a counseling session. For many of the trainees, this experience offered them their first opportunity for close, one-to-one interaction with a counselor. For many of the others, their only prior experiences with counselors had been negative ones such as having been called in by a school counselor for behavioral problems or for poor grades.

Many times trainees who sought assistance wanted it immediately. For that reason it was important to have at least one counselor on hand throughout the day. Counselor availability and privacy were the important elements which induced trainees to share confidence and to seek assistance in the solution of problems. For the most part, trainees sought social, occupational and educational information. To illustrate examples of more personal concerns, trainees discussed marital difficulties, parent-child

and other familial relationships as well as pressing financial complexities.

The counseling staff recognized that much of the early interaction between trainees and counselors would be superficial, yet since an eight week program is short in duration, the immediate establishment of rapport between counselor and counselee was of considerable significance. It was observed that individuals set their own pace for establishing a meaningful counseling relationship. Whereas, some trainees voluntarily became involved in a counseling relationship from the onset, others eased into one more slowly while a few never allowed themselves to enter into one at all.

Throughout the individual counseling sessions various employment values were reinforced such as punctuality, daily attendance, initiative and responsibility. During these sessions, counselees often indicated factors which had contributed to their failure on previous jobs: negative attitudes about work in general, disbelief that they could actually succeed, low salaries, lack of skill training, inability to get along with fellow employees, rigid reaction to prejudice, failure to seek assistance from supervisors during special problem times, and the expectation of unrealistically high wages.

A major objective of individual counseling as well as of group counseling was the improvement of self understanding and the change of attitudes regarding the world of work. The trainees were exposed to various learning situations in classes and in group sessions which they could identify with in terms of their own problems. They were encouraged to explore "self" and to more carefully assess their likes, dislikes, strengths, weaknesses, needs, desires, interests, abilities and personality.

Furthermore, they were encouraged to analyze their self-image, their feelings toward others, their ideals and goals.

Counseling Recommendations

1. Scheduling group counseling must be carefully considered. It is recommended that groups be scheduled either mid-morning or early afternoon. Furthermore, it is important that the activities immediately preceding the group work be well planned so as to preclude disinterest or boredom during the non-structured counseling period.

2. It is recommended that the total number of hours for group counseling be increased to thirty-five or forty hours, while the number of hours for individual counseling for each trainee be reduced to approximately ten hours. Given this reduction each trainee would still have, at minimum, an hour and fifteen minutes for personal counseling weekly.

3. It is imperative that counselor staff meetings be scheduled on a routine basis. Meetings should be built into the program so that regular and systematic exchanges of ideas and observations are possible. Meetings of a more regular nature will tend to be more developmentally oriented and less crises oriented.

4. In the area of research, in order to achieve a more sophisticated level of measurement and recording, it would be well to institute observational systems such as video taping or non-participant observation. Moreover, additional plans for further empirical evaluation should be prepared and readied for implementation when the project begins.

5. Counselors must take caution to prevent trainees from monopolizing their counseling time. Usually thirty to forty-five minutes

is a suitable length of time for an individual counseling session. Usurpation of counselor time may seriously affect the counselor's relationship with other counselees. It is recognized that occasionally a series of daily sessions may become necessary yet long sessions exceeding one hour should be discouraged.

6. All counselors should be certified to interpret the General Aptitude Test Battery and Metroplitan Achievement Test scores to the trainees.

7. Test data from the General Aptitude Test Battery and Metropolitan instruments should be made available by the coordinating agency to the counseling staff by the opening week of each training cycle so that it can be interpreted to the trainees on an individual basis.

8. Arrangements in the community for psychological and psychiatric services should be firmly established prior to the opening of the project for those trainees who need additional assistance.

9. It is suggested that if during the course of the pre-employment training program any trainee wishes to secure work because of personal or financial problems he should be encouraged to do so in a realistic and positive manner.

10. During the recruitment process, it is recommended that the initial or second interview with applicants at the coordinating agency be a joint effort between the recruiting staff and the counseling staff of the educational component.

11. It is recommended that measures be provided for establishing follow-up counseling by the staff of the educational component by extending services to counselees after their departure from the program.

12. It is recommended that after each cycle at least one meeting be held in order to maintain contact with graduates for the purpose of obtaining feedback in an effort to enhance ongoing program development.

PART III

Findings and Recommendations

FINDINGS

DEMOGRAPHIC DATA

Personal and Occupational Characteristics

It was found that trainees had histories of underemployment and unemployment, educational and occupational failure, and dependence on public welfare. Nineteen per cent of the trainees had previously been convicted of crimes ranging from serious traffic offenses to grand larceny and armed robbery.

There were more women, 56 percent, enrolled in the pre-employment program than men. The mean age for the population was twenty-five, ranging from age 17 to 43. Levels of educational attainment ranged from grade eight through the completion of high school with a mean grade attainment of 10.8. Only 48 percent of the 75 trainees completed high school.[6] A discrepancy was found between the mean grade attainment and trainees' performance on the Metropolitan Achievement Test. As measured by the achievement test, trainees were found, on the average, to be functioning at grade 7.5.

Family History

Forty percent of the trainees migrated to Ohio from southern states: West Virginia, Arkansas, Alabama, Georgia, Kentucky, and Texas. The trainees came generally from large families with an average of six children per family. Only 25 percent Indicated that their parents were still living together. Forty percent of the trainees stated that their parents were either separated or divorced. The remaining 35 percent

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[6] John Stephen Chilson, op. cit., pp. 63-64

reported one or both parents as being deceased.

It was difficult to assess the educational and occupational background of the trainees' parents. Approximately 50 percent indicated that they did not know the educational attainment and occupational experience of one or both parents. The remaining trainees reported a mean grade attainment for parents of 10.5, ranging from grade 3.0 through the completion of college. Mothers of trainees were usually designated as housewives and as having engaged occasionally in domestic occupations. It was found that fathers were generally involved in farming and related occupations, construction work, or service occupations.

Approximately 58 percent of the men and women were single, 21 percent married, and 21 percent separated or divorced. Seventy-three per cent reported they were the primary wage earner in their household. Only half stated that they were the head of the household. Nearly 40 percent of the forty-two women stated that they were receiving public assistance, Aid to Dependent Children. The majority receiving assistance were unwed mothers. There was an average of two children, ranging from one child to six children per family for those trainees reporting dependents.[7]

Vocational Training and Occupational Experience

Seventy percent of the trainees reported that they had never received any vocational training. Ten percent stated they had received a limited amount of clerical training, distributive education, and other vocational education while enrolled in high school. Twenty percent indicated

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[7]John Stephen Chilson, op. cit., pp. 64-65.

that they had received vocational training in the Job Corps and through programs sponsored as a result of the Manpower Development and Training Act.

When asked what their occupational experience had been, 41 precent reported substantive work experience in service occupations. Twenty-eight percent indicated they had experience in clerical and sales occupations. Other trainees reported having worked at construction jobs as common laborers, as machine operators and assemblers in bench and machine trade occupations and as truck drivers. Table One summarize the extent of occupational experience trainees had in a variety of occupational categories. None of the trainees reported having worked in professional, technical and managerial occupations or in farming, fishery, forestry and related occupations. Five trainees reported having no previous work experience. On the whole, trainees reported having worked at temporary jobs in service and clerical and sales occupations at an average income of $1.60 per hour. Such temporary jobs were interspersed with frequent periods of unemployment.[8]

Men reported working on the average of 22 months as compared to 21 months reported by the women. Trainees frequently reported having held two or three different jobs per year at an average income of $1.60 per hour. The mean age of the population being twenty-five and the small amount of work experience in their primary occupation suggest that the seventy-five trainees have, in the past, experienced frequent periods of unemployment interspersed with temporary jobs.

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[8] John Stepehen Chilson, op. cit., p. 66.

At the time the trainees entered the pre-employment program, 88 percent were unemployed. The remaining twelve percent were underemployed, working only part-time at service and clerical and sales occupations. For those who were unemployed, 20 percent were unemployed less than 5 weeks during the year immediately preceding the pre-employment program; 33 percent were unemployed between 5 and 26 weeks; 32 percent were unemployed between 27 and 52 weeks; and 13 percent were unemployed for 52 weeks.[9]

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[9] John Stephen Chilson, op. cit., p. 70

EDUCATIONAL COMPONENT

The educational component of the On-The-Job Training program was established as a pilot project. Characteristics of the trainees were analyzed. The instructional program was designed in terms of the individual characteristics of the trainees and the expectations of potential employers.

The trainees were recruited and selected by the Columbus Urban League. The criteria for selection are found on page 10 of this report.

The General Aptitude Test Battery, Metropolitan Achievement Test and the Vocational Preference Inventory were administered to the trainees. Demographic data were collected from each trainee concerning personal background information, family history, educational and occupational experiences.

The trainees were placed in On-The-Job training positions by the Columbus Urban League at the conclusion of the eight week pre-employment educational. A followup at 15, 30 and 60 day intervals was conducted by the Columbus Urban League staff in conjunction with the staff of the educational component.

Those trainees who completed the first eight week unit of the program were studied to determine the relationships between their occupational qualifications and their success during the On-The-Job phase of the program.[10]

Another study was done of the 60 trainees who were placed in On-The-Job training positions. Relationships between success/non-success during the On-The-Job phase and (1) grade level of public school education, (2) past work experience, (3) sex, (4) educational

10. John Stephen Chilson, Op. cit.

component attendance record, (5) age, (6) achievement as measured by pre and post scores on the Metroplitan Achievement Test were studied.[11]

Occupational Qualifications and Success of On-the-Job Trainees

This initial study of the 26 trainees who completed the first unit of the educational component was done by John Chilson, graduate student in Adult Education at The Ohio State University and administrative assistant to the director of the program.

Twenty three of the 26 who completed the first unit were actually placed in On-the-Job training by the Columbus Urban League. The occupational titles of the jobs they held during the training period and the number in each occupation are:

File clerk (2)
Bank teller (2)
Teller (3)
Bookkeeping machine operator (1)
Coin machine operator (bank) (1)
Stock clerk (6)
Mail clerk (5)
Sandblast operator (1)
Bindery clerk (1)
Assembler (1)

Training periods varied from eight to 13 weeks. Thirteen successfully completed the training and 10 terminated at their own or their employer's request, before the completion date.

The relationships between six characteristics of the trainees and successful completion of the On-The-Job training period were studied. The trainee characteristics studied were (1) age, (2) sex, (3) general educational development, (4) scores on the General Aptitude Test Battery, (5) amount of work experience prior to On-the-Job training,

11. Robert E. Peters "Relationships Between Characteristic of Trainees and Completion of On-the-Job Training" (unpublished Ph. D. disseration, The Ohio State University, 1970).

and (6) vocational interests as measured by the Vocational Preference Inventory.

Age was not related to success during the On-the-Job training program. Of the 13 successful trainees, six were above the median age and seven were below. The 10 unsuccessful trainees were equally divided above and below the median age.

Women were more successful in the On-the-Job phase than men after the first unit of the program. Eleven women completed the number of weeks for which they contracted during the On-the-Job phase and three terminated. Two men successfully completed and seven terminated.

General educational development was not related to success or completion of the On-the-Job phase. Eight of the 13 who completed the final phase of the program were above the median grade achievement level and five were below. Of those who terminated during that phase, four were above the median grade achievement level and six were below.

The General Aptitude Test Battery measures nine aptitudes--intelligence, verbal aptitude, numerical aptitude, form perception, clerical perception, motor coordination, finger dexterity, manual dexterity and spatial aptitude. Spatial aptitude was the only measure on which the successful and unsuccessful trainees differed significantly. Those who scored higher on the spatical aptitude section of the General Aptitude Test Battery were more likely to be succuessful in the On-the-Job phase of the training program.

The previous work experience of the trainees measured in months was inversely related to their success during the On-the-Job phase of the program. Four of the 13 successful trainees had work

experience above the median number of months and nine were below the median. Nine of those who terminated during that phase had work experience above the median number of months and one below. The observation of this population would lead to the conclusion that trainees with less work experience would more likely be expected to complete the On-the Job phase of such a program.

The trainees were divided into two groups--those who had vocational interests as measured by the Vocational Preference Inventory which were related to the On-the-Job position they held and those whose vocational interests were not related. Twelve of those who completed the On-the-Job phase had related interests and one had unrelated vocational interests. Four of those who terminated had related interests and six had unrelated interests. It was concluded that trainees having vocational interests related to the On-the-Job position were more likely to successfully complete that phase of the program.

In summary of this part of the study, differences in age, general educational development and eight of the nine aptitudes measured did not significantly separate those who were successful and unsuccessful in the On-the-Job phase of the training program. It was concluded that women were more likely to complete the On-the-Job phase than men. Those who scored higher on the spatial aptitude test were more likely to complete than those who scored lower. Those with less work experience were more likely to complete the On-the-Job phase successfully. Trainees with vocational interests most closely related to the nature of the work of the On-the-Job phase were more likely to complete.

Relationships Between Characteristics of Trainees and Completion of On-The-Job Training

A second study of the trainees was completed by Robert Peters, graduate student in Adult Education at The Ohio State University. He served as assistant coordinator of the eight week educational components. His study had an advantage over the previous study reported in that he was able to analyze the success patterns of sixty trainees who completed the educational component and were actually assigned to On-the-Job positions to complete the program.

The characteristics he studied in relation to successful completion of the On-the-Job phase are grade level of public school education, past work experience, sex, educational component attendance record, age and achievement as measured by a pre and post administration of the Metropolitan Achievement Test.

Thirty four of the sixty completed the On-the-Job phase successfully, that is they remained in the position at least until the training period was completed. Twenty-six, however, terminated the On-the-Job phase before the period for which the contract was set.

Twenty of those who successfully completed the On-the-Job phase were above the median for number of years completed in public school and 13 were below the median. Of those who terminated, 17 were above the median and nine were below. There is no statistically significant relationship between grade level of public school completed and success during the On-the-Job phase of the training program.

The thirty-four successful trainees had an average prior employment record of 37.6 months. The 26 unsuccessful or terminated trainees had 49.3 months of prior employment. The differences are significant

and it is concluded that the trainees with a greater amount of work experience were less likely to complete the On-the-Job training phase

Twenty-seven of the successful trainees were women and 15 were men. This difference is statistically significant and it is concluded that women were more successful than men in completing the On-the-Job phase.

The thirty-four successful trainees were absent from the educational component phase of the program an average of 2.65 days. The 26 unsuccessful trainees were absent an average of 3.46 days during the 40 days the program was in session. These differences are not statistically significant and therefore it is concluded that attendance during the educational component of the program is not related to success or failure during the On-the-Job phase.

The average age of the sixty trainees was 25.1 years. Nine of the successful trainees were older than the average and 25 were younger. Twelve of the unsuccessful trainees were older than the average and 14 were younger. These differences are not significant and it is concluded that there is no relationship between age and successful completion of the On-the-Job training phase of the program.

The unsuccessful trainees increased their grade level as measured by pre and post administrations of the Metropolitan Achievement Test by an average of .489 grades during the eight week educational component. The successful trainees increased their grade level .438 on the average. The average increase in grade level for the sixty particpants was .445 grades. Fifteen of the trainees who completed the On-the-Job phase achieved above this average and 19 below. Thirteen of the 26 terminated

trainees were above the average and 13 were below. The differences in achievement are not statistically significant and therefore, it is concluded that no relationship exists between amount of grade level achievement in the educational component and success during the On-the-Job phase.

Peters' study of the success of the trainees during the On-the-Job phase shows that age, general educational development, attendance during the eight week pre-employment educational component and grade level achieved during the eight week project are not related to success during the On-the-Job phase. Women are more likely to complete the On-the-Job phase than men. Trainees with less work experience are more likely to complete the On-the-Job phase than those with more work experience.

The studies by Chilson and Peters agree in their conclusions on the four characteristics they both studied which are age, sex, general educational development and previous work experience. Chilson reported findings about the trainees in the first of three units of the pre-employment phase. Peters studied all those trainees of all three units who completed the educational component and were assigned to On-the-Job training positions.

SUMMARY AND RECOMMENDATIONS

1. The occupational patterns of the 75 trainees who began the educational component of the program were found to be similar to those of their parents. These patterns are well established and are identifiable by the frequency of temporary jobs held in low level occupations interspersed with periods of unemployment. This situation is likely to remain unchanged unless educational systems, community action agencies, and employers help provide opportunities for these persons to become integrated

into all occupational categories of higher level occupations. On-the-Job training is one means of accomplishing such a goal.

2. The effectiveness of On-the-Job training seems to be greater for persons with less previous work experience. In other words, this kind of training seems to be more helpful for those who are just entering the world of work as it provides basic knowledge and opportunities to formulate attitudes toward the business and industries with which they become associated. Perhaps a special program of On-the-Job retraining is necessary for those who have had more experience, particularly in lower level occupations.

3. It is possible that the effectiveness of On-the-Job training would be maximized if agencies responsible for the recruitment and placement of trainees could more efficiently assess the vocational interests and abilities of those seeking work. Individuals should then be permitted to make occupational choices free from pressures of short-range employment trends or the limitations of agency contacts with the hiring world.

4. Those trainees for whom additional education or training is indicated must be assisted by appropriate agencies to secure such help. The rising expectations of those who were assumed to be hopeless and/or helpless should become the focus of helping agencies of all kinds. For example, a trainee who expresses interest in higher education should be assisted in exploring all the possibilities open and the personal qualifications he or she brings along with their expectations.

5. The findings that there were no significant differences in age and general educational development between trainees who completed On-the-Job training and those who did not suggest that that many employment requirements based on these two factors for these kinds of jobs are irrelevant.

Continuing education programs should be made available, however, for those working in On-the-Job training positions to insure that educational and vocational requirements are met when the opportunties for advancement into higher level occupations occur.

6. Women were found more likely to complete On-the-Job training than men. At first glance, this may seem to lend support to the belief that women in the inner city are more stable employees than men. Another, more plausible explanation for this finding is that there was a greater number of clerical entry level occupations available and they would be more attractive to women than men. The men, then, may have been placed in On-the-Job training positions which were less attractive to them and they left them with a minimum of regret.

7. The increase in grade level over the eight week educational component which preceded the On-the-Job training was not significantly related to success during the later phase of the program. The increase (.445 grades for the average) may not have been sufficient to make any difference to persons assuming entry level occupations. Itwould be interesting to note the success of persons who had been exposed to an educational component for a longer period of time, or had been able to work at the On-the-Job position and attend classes at the same time.

8. Alternative ways of providing the educational component should be devised. Some of the trainees expressed a hope that they might be able to work for half a day and attend classes for the other half. It is thought that such an arrangement would permit problems of employment and training to become the subject matter of class sessions and would provide a more realistic basis for learning. Business and industry should seriously consider such an arrangement.

9. Five months after the completion of the third unit of the educational component, 29 (48 per cent) of the 60 trainees actually assigned to On-the-Job training were still working for their original employers. It is believed this percentage compares favorably with retention rates of other programs designed to prepare unemployed and underemployed persons for the world of work.

APPENDIX A

Staff Members

of

Educational Component

The staff of the Manpower Program consisted of the director, the assistant coordinator, an administrative assistant, three instructors, three counselors and a full time secretary. Except for the director, who was the professor in charge of Adult Education at Ohio State University, the staff members were graduate students employed on a half-time basis.

I. Director:

William D. Dowling
Age - 43
Married, two children

II. Educational Background:

B.S.	Wisconsin State University-Platteville (Major - Agricultural Education Minor - Biological Science)	1953
M.S.	The University of Wisconsin (Major - Agricultural Education)	1955
Ph.D.	The University of Wisconsin (Major - Adult Education)	1959

III. Work Experience:

1953-54	Instructor, Veterans' On-Farm Training, Birnamwood, Wisconsin
1955-57	Instructor of Vocational Agriculture and Supervisor of Student Teachers, Wisconsin State College at Platteville
1957-58	Supervisor of Veterans-On-Farm Training, Wisconsin State Board of Vocational and Adult Education, Madison
1959-62	Assistant Director, Green Bay Center, The University of Wisconsin
1962-67	Director, Instructional Services (Milwaukee) University Extension Division, The University of Wisconsin
1967-	Director, Center for Adult Education, Associate Professor of Adult Education, The Ohio State University

IV. Professional Memberships:

Adult Education Association of the U.S.A.

Phi Delta Kappa

National Association for Public School Adult Educators

Columbus Urban League

Ohio Adult Education Association

Assistant Coordinator

Robert E. Peters

Age - 47

Married, one child

II. Educational Background:

B.S.	The Ohio State University (Majors - Biological and Social Sciences)	1947
M.A.	The Ohio State University (Majors - administration and guidance)	1949

Ph.D. Candidate
The Ohio State University
(Major - Adult Education)
(Minor - Higher education and guidance)

III. Work Experience:

1942-45	Lt.(jg) United States Naval Reserve Executive Officer.
1947-52	Biology instructor at Springfield High School, Ohio
1952-58	Concurrent - Biology and Guidance Instructor (evening school) for Sinclair College (Dayton, Ohio) and Wittenberg University (Springfield, Ohio)
1952-67	Guidance counselor (and acting assistant principal) at South High School (Springfield, Ohio)
1958-67	Concurrent - Director of Adult Education and principal of night school (Springfield, Ohio)
1967-69	Graduate research associate at The Ohio State University

on staff of three Adult Basic Education workshops and assistant coordinator of Manpower Project.

IV. Professional Memberships:

Adult Education Association of U.S.A.

National Association of Public School Adult Educators

Phi Delta Kappa

Ohio Association of Public School Adult Educators

American Personnel and Guidance Association

Ohio State University Graduate Sstudent Council 1968

Chairman, Ohio State Adult Education Council 1968 (Fall)

Computations Instructor:

Leo McGee

Age - 27

Married - one child

II. Educational Background:

B.A. Philander Smith College (Major - Education) 1963

M.A. The Ohio State University (Major - Adult Education) 1968

III. Work Experience:

1963-66 Elementary Teacher; Chicago, Illinois

1966-68 Elementary Teacher; Columbus, Ohio

1967-68 Adult Basic Education Evening Classes; Columbus, Ohio

IV. Professional and Community Organizations:

National Association of Public School Adult Educators

American Association of Adult Education

National Association for Advancement of Colored People

Social Studies Instructor:

Joel Rosenberg

Age - 39

Single

II. Educational Background:

B.S. The Ohio State University 1966
(Major - Psychology)

Ph.D. Candidate
The Ohio State University
(Major - Educational Development)

III. Work Experience:

1951-62 Eleven years in sales-promotion in business and industry

1964-67 Three years in personnel and management

1967-68 One year at Ohio Bureau of Employment Services in testing and counseling

IV. Professional Memberships:

Phi Delta Kappa

Graduate Representative to Ohio State University Faculty Council in Education

Counselor:

Colleen Stillman

Age - 28

Married

II. Educational Background:

A.B. Siena Heights College, Adrian, Michigan 1964
(Major - Spanish)

Peace Corps Training, University of California at Los Angeles Summer, 1964

M.A. Candidate 1968-69

The Ohio State University
(Major - Adult Education)

III. Work Experience:

1964-65 Colegio Tulcán; Peace Corps Teacher, Tulcán, Ecuador

Summer 1965 La Universidad Catolica and La Universidad Central; Peace Corps Instructor, Quito, Ecuador

1965-66 Colegio San Francisco, Peace Corps Teacher, Zamora, Ecuador

1966-67 Career Development Program, Harlem Center, New York City, New York; Adult Education Teacher and Counselor

1967-68 Franklin County Welfare Department, Columbus, Ohio, Case Worker

IV. Professional Memberships:

Kappa Gamma Pi

American Association of Adult Education

Central Coordinating Council - Secretary

Counselor:

Vaughn K. Taylor

Age -38

Married, four children

II. Educational Background:

B.S. University of Dayton (Majors - Physical Education and History) 1953

M.A. Wittenberg University (Majors - Administration and Counseling) 1960

Ph.D. Candidate
The Ohio State University 1969

III. Work Experience:

1953-54 Northwestern High School, Clark County, Ohio, Government and History teacher

1954-56 U. S. Army, Clerk-typist

1956-63 Stivers High School, Dayton, Ohio, Government and History teacher

1963-68 Stivers High School, Dayton, Ohio, Counselor

IV. Professional and Community Organizations:

Phi Delta Kappa

American Personnel and Guidance Association

Council for Exceptional Children

Association for Supervision and Curriculum Development

Ohio Education Association

Counselor:

James E. Carson

Age - 36

Married, two children

II. Educational Background:

B.S.	Fort Valley State College, Georgia (Major - Vocational Agriculture)	1962
M.A.	Tuskegee Institute, Alabama (Major - Vocational Agriculture)	1968

Ph.D. Candidate
The Ohio State University

III. Work Experience:

1962-66 Vocational Agricultural Teacher, Lakeland, Georgia

1966-68 County Coordinator, Adult Basic Education, Tuskegee, Alabama

1968 Field Representative, Division of Behavioral Science Research, Tuskegee, Alabama

IV. Professional Memberships:

Alpha Phi Alpha Fraternity

Phi Delta Kappa

Communications Instructor:

Charles Nesbitt

Age - 29

Married, two children

II. Education Background:

B.A. Philander Smith College (Major - Physical Education) 1963

M.A. The Ohio State University (Major - Adult Education) 1969

III. Work Experience:

1960-63 Summer Counselor, Religious Extension Service Methodist Church

1963-64 Physical Education Teacher, Little Rock, Arkansas

1964-68 Elementary Teacher, Columbus, Ohio

1968 Summer Coordinator of Bolivar Arms Adult Study Group

1964-69 Adult Basic Education Evening Classes, Columbus, Ohio

IV. Professional and Community Organizations:

National Association for the Advancement of Colored People

Alpha Phi Alpha Fraternity

National Education Association

Columbus Urban League

Ohio Association of Public School Adult Educators

National Association of Public School Adult Educators

Ohio Education Association

Administrative Assistant:

John S. Chilson

Age -27

Married, one child

II. Educational Background:

B.A.	Western Washington State University (Major - Vocational Education)	1964
M.A.	Stout State University, Mengmonie, Wisconsin (Major - Vocational Education)	1966
Ph.D. Candidate	The Ohio State University (Major - Adult Education)	1969

III. Work Experience:

1964-65 Industrial Arts Teacher, Wisconsin State University, River Falls, Wisconsin

1965-66 Industrial Arts Teacher, Centralia High School, Centralia, Washington

IV. Professional Memberships:

Adult Education Association of U.S.A.

American Educational Research Association

Phi Delta Kappa

Epsilon Pi Tau

American Industrial Arts Association

APPENDIX B

Selected Case Studies of Trainees

CASE STUDY A

Mr. A, age 36, was born in Dallas, Texas. He dropped out of school in the tenth grade and worked at odd jobs until he was old enough to enter the service. After spending four years in the Air Force he returned to civilian life to enter into a succession of different jobs - paper cutter, fork lift operator, welder, punch press operator, bell hop, photographer, restaurant partnership. Concurrent with these vocational activities, Mr. A was an active gambler.

Mr. A learned about the Manpower Project through an acquaintance. At that time Mr. A was seeking employment.

Mr. A was respected by his fellow classmates. During group sessions Mr. A enjoyed reminiscing about his travels in this country and those he gained abroad when he was in the service.

Mr. A seldom made reference to his future vocational plans but he did indicate that he was apprehensive about his forthcoming employment. He appeared unsure about his ability to work a straight forty hour week and he was dubious about wanting such a pattern. He implied that he wanted to be successful on the job to please staff members but that as for himself he would actually be more comfortable following his former work habits. He manifested a value conflict between living the uncertain but often profitable life of the gambler and the secure, steady life of the factory worker.

Once placed on the job in the factory (a work choice he had made because the wages there were substantial), Mr. A at first adhered to the company's strict demands for punctuality and daily attendance. Slowly his

work habits became erractic and he was ultimately fired for excessive absences and excessive tardinesses.

CASE STUDY B

Mrs. B left school during the tenth grade to get married. Following the birth of her only child, Mrs. B. worked from time to time at odd jobs. Now near 40, she and her husband are having marital difficulties. She wishes to enter into full time employment to be able to support herself. She has had experience in clerking and stock work in department stores and in factory outlet stores.

During the pre-employment training program Mrs B. put little trust in anyone. In group sessions and in the classroom she appeared very insecure. She was constantly afraid that other students would make fun of her. Although she worked hard at her studies her classroom performance was hindered by her self-consciousness. She had little faith in her educational ability yet she wanted very much to progress academically.

Mrs. B. was eventually placed in a job as a file clerk in a business firm. Supervisor reports indicate that she is performing adequately. One criticism was that she indulged too much in conversation with fellow employees.

CASE STUDY C

Mr. C, age 18, is from West Virginia. His family moved to Columbus, Ohio when he was in elementary school and they have resided here since that time. Mr. C dropped out of high school during his senior year because of the Board of Education policy which excludes teen-age fathers from day school attendance. After leaving school Mr. C worked as a stockboy for about 2 months and then went to work as a cook. A friend referred him to the Manpower Project and he came looking for employment that would offer him more in terms of promotion.

Mr. C exhibited leadership qualities during the eight week Manpower Program. He was usually self assured and was an active participant in group discussion. His immediate concerns centered around improving his financial status. He was eager to work. His class instructors commented that he was ocasionally bored with classroom activities.

During group sessions Mr. C spoke with pride of his only daughter and indicated that he was conscientious about his child support payments. He told the group that during high school he had little incentive to study and that nobody cared anyway - family, friends or teachers. He commented that the only time he saw the school counselor was when there was a disciplinary problem. During the pre-employment training program he said that he appreciated being able to talk with counselors and friends that were willing to listen to his problems.

Mr. C was employed in a warehouse as a head stockman. The supervisor report rated him as average in job performance. The report stated

that he needed some improvement in following instructions and in planning his work. At the sixty day check point his attendance was perfect.

CASE STUDY D

Mr. D, age 21, an Ohio native, was constantly in trouble with his parents during his high school years. His step-father and his mother reprimanded him for not being like his older siblings who apparently were not problem children and who were conformists as students. Mr. D recived severe and demeaning physical punishment from his step-father for not matching his parent's expectations. In rebellion, Mr. D began stealing cars and in the tenth grade out of fear of getting caught decided to join the armed services. During his years in the service, he became a father. Today he still maintains the responsibility of supporting his child.

Mr D came to a leadership position in the Student Council. He exhibited strong leadership tendencies and as a result there was some conflict. Mr. D was unyielding in his approach to that position. He behaved similarly in group interactions being generally uncooperative and domineering.

Mr. D was insistent about securing work that would enable him to continue his studies in drama. His strongest interests are in theatrical work and he is determined to study and to pursue a career in that area.

Mr. D was placed as a stock boy in a warehouse. He neither liked the job nor the hours and consequently, was soon terminated. He then prepared for and passed the high school equivalency examination. He is currently working as a fork lift operator from 6:00 AM to 2:30 PM and is satisfied with the job. Mr. D continues to study drama every afternoon.

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